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What is a Learning Organization?

The term "learning organization" surfaced in the 1990's, yet the ideas behind the label have been percolating for decades. From systems thinking in the 1950s to organizational development in the 1980s, a succession of management approaches has paved the way for current theorists such as Peter Senge, author of the 1990 book, The Fifth Discipline: The Art and Practice of the Learning Organization.

In Senge's own words, his vision of the learning organization is "an organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together". This concept is illustrated herein as Organizational Learning Cycle. (Page 4-5) (See APPENDIX 1 for further information regarding "What is a Learning Organization?").

What is Learning?

Today's world takes no pity on the person who gets lazy about learning. Either we take personal responsibility for continuing our education, or we end up without the knowledge we need to protect our career.

Learning is a change in the individual, due to the interaction of that individual, and his/her environment, which fills the need and makes him/her more capable of dealing adequately with his/her environment. Learning involves change. It is concerned with the acquisition of habits, knowledge, and attitudes. It enables the individual to make both personal and social adjustments. Since the concept of change is inherent in the concept of learning, any change in behavior implies that learning is taking place or has taken place. Learning that occurs during the process of change can be referred to as the *learning process*.

Continual learning means that we don't stop learning with the granting of a degree, certificate, or completing a course. Rather, it means that learning is a continual, deliberate process for which each person takes personal responsibility.

What is Adult Learning?

One of the most significant findings from research about adult learning is that when adults go about learning something naturally (as contrasted with being taught something), they are highly self-directing. Evidence is beginning to accumulate, too, that what adults learn on their own initiative they learn more deeply and permanently than what they learn by being taught.

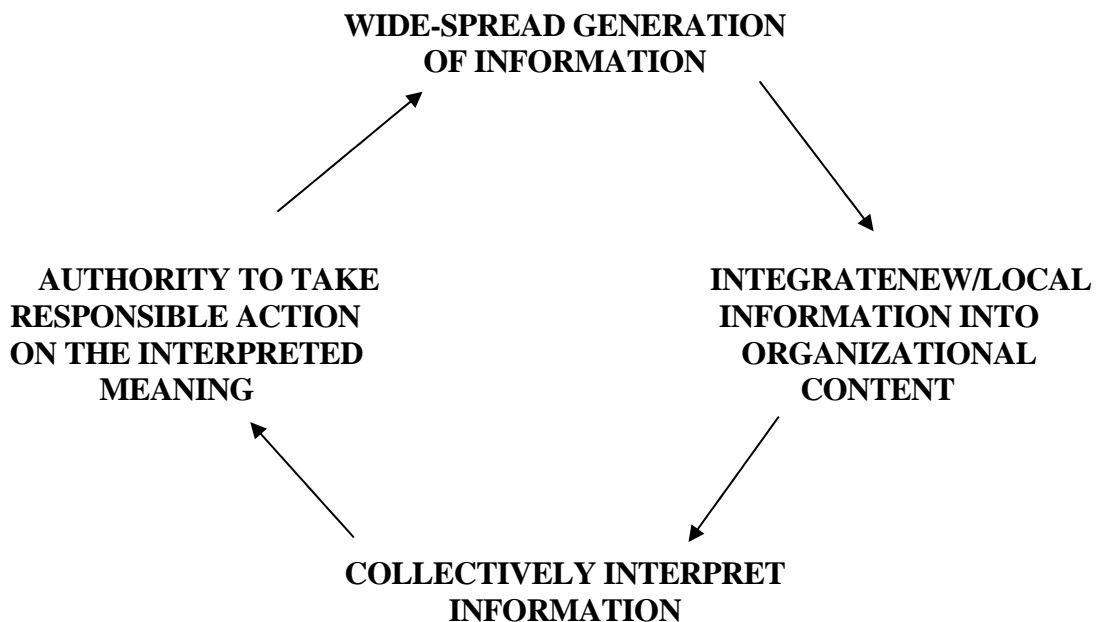
So, what is adult learning? Several of the key assumptions that constitute the foundation stones of modern adult learning theory are the following:

- Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.
- Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.
- Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.
- Adults have a deep need to be self-directing; therefore, the role of the trainer is to engage in a process of mutual inquiry with them rather than to transmit his or her knowledge to them and then evaluate their conformity to it.
- Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning.

Organizational Learning Cycle

Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs. APHIS' goal is to create an environment of a learning organization where people anticipate and embrace change, where feedback and experimentation are encouraged, and where a passion for continuous self and organizational improvement permeates the (community's) culture. Wide-spread generation of information, integration of this information into the organization, and the collective interpretation of this information results in responsible action on behalf of the organization.

ORGANIZATIONAL LEARNING CYCLE



Obviously, lifelong (continual) learning is the only way to remain competitive in the APHIS environment. Employees need to invest in their own growth, development, and self-renewal. APHIS may help out with this, but ultimately the responsibility is yours. Your future "employability"--your appeal as a job candidate -- depends on you having a relentless drive to update your credentials, acquire new skills, and stay abreast of what's happening in your area of expertise; and to position yourself to be marketable as conditions and situations change.

Studying on your own should become a regular part of your weekly routine. **Read.** Attend workshops and seminars. Take courses. Volunteer for details, shadowing, mentoring and other developmental assignments that allow you to learn from experts. Accept lateral or even downward moves that will broaden your skill and knowledge base in different disciplines. *Ask* for learning opportunities, and then milk them dry. You need specialized knowledge. You also need to know how your area of expertise or profession is changing. Delve deeper. **Keep learning.** Be sure to develop transferable skill, too, as this gives "portability" to your career. Don't get locked into just one job or career occupation. *Give yourself options.*

The more you know how to do, and the better you do it, the more marketable you become. The better positioned you are to market yourself, the greater your job security.

An excellent tool in helping you personally commit to your short/long term development goals and to align yourself to the competencies or skills that are critical to your program's and APHIS' Strategic Plan and Management Priorities and the APHIS Human Capital Plan is to develop a personal *LEARNING CONTRACT*.

What is a Learning Contract?

A Learning Contract is a systematic tool that links employee development to a particular set of competencies that include: knowledge, skills, abilities and traits that are required by the position. The Office of Personnel Management has established 27 competencies as critical leadership skills. These are found in the APHIS Leadership Effectiveness Framework (LEF). (See APPENDIX 2)

The *APHIS LEF* indicates which competencies are most critical for each career level, enabling employees to make informed decisions about the types of learning they need to meet their current performance requirements and as they move upward in the organization.

A Learning Contract is a supplemental planning tool for continuous self development. It solves the problem of the wide range of backgrounds, education, experience, interests, motivations, and abilities that characterize most adult groups by providing a way for individuals to tailor-make their own learning plans. It also helps to solve the problem of getting the learner to have a sense of ownership of the objectives he/she will pursue.

- identifies a wide variety of resources so that different learners can go to different resources for learning the same things.
- provides each learner with a visible structure for systemizing his/her learning. It should be tied in with your program's and APHIS' Strategic Plan and Management Priorities and the APHIS Human Capital Plan.

- provides a systematic procedure for involving the learner responsibly in evaluating the learning outcomes.

A *Learning Contract* makes the planning of the learning experiences a mutual undertaking between a learner and his leader/coach/supervisor. By participating in the learning contract process, the learner has a higher sense of ownership and commitment to the plan.

A *Learning Contract* generally defines the following:

- knowledge, skills, attitudes, and values to be acquired by the learner, which are the learning objectives. These are the particular set of competencies required by the position as shown in the APHIS LEF (APPENDIX 2) attached,
- how these objectives are to be accomplished using learning resources and strategies,
- the target date for accomplishment of the learning objectives,
- the evidence that demonstrates that the objectives have been accomplished and,
- how and where the competencies will be applied.

Traditionally, the learning process has been structured by the supervisor. The employee was usually told what objectives to work toward, what resources to use, and how accomplishment of the objectives would be evaluated. This imposed structure has caused resistance. Such was often the case with the Individual Development Plan (IDP).

With a *Learning Contract*, the role of the leader/coach/supervisor shifts from that of controller of learning to that of a facilitator of self-directed learning. The role of the learner shifts from that of passive receiver of information to that of initiative-taking planner prepared to achieve mutually agreed-on objectives. The relationship between the two parties is one of colleagues and mutual learners. The bottom line however, is that the learner takes more active ownership in his/her learning and takes responsibility to see that it happens.

How Did Learning Contracts Evolve?

The concept of contract learning probably goes back to the theory and practice of independent study, starting in the early 1920s. The basic premise of independent study is that “the ability to carry on independent study alone or with peers should be a major goal of education.”

This concept became enriched in the 1960s through research in the individualization of instruction. Researchers proposed that instruction should be suited to the learner’s individual differences and goals. Through literature that was supportive of this idea, the concepts of independent study became known in the late 1960s.

¹Knowles, Malcolm S. Using Learning Contracts. San Francisco, Jossey Bass, 1986. p. 40.

In the early 1970s there appeared in the literature a conceptual model of learning and instruction that incorporates the concepts of independent study, individualized instruction, and self-directed and lifelong learning into a comprehensive theoretical framework. A strong theme running through this literature took hold and brings us up to present day learning. It is that:

“Our entire educational enterprise should be organized around the concept of lifelong learning, with the primary mission of schooling to be the development of skills of self-directed learning”.

Why Use Learning Contracts?

Learning Contracts can provide the means for helping individuals make use of resources in a systematic program of continuous self-development. A learning Contract can overcome the following difficulties:

- Dealing with a wide range of backgrounds, education, experience, interests, motivations, and abilities that characterize most adult groups because individuals would be tailor-making their own learning plans.
- Giving the learner a sense of ownership to the objectives he or she would like to pursue.
- Identifying a wide variety of resources so that different learners can go to different resources for learning the same things.
- Providing each learner with a visible structure for systemizing his or her learning.
- Solving the problem of providing a systematic procedure for involving the learner responsibly in evaluating learning outcomes.

Where and When are Learning Contracts Used?

Currently, we find institutions of higher education are the most prolific users of contract learning. It is also used frequently in independent study courses as well as staff development programs in government.

It is the method of choice when:

- regular courses are not available in a particular subject
- it is not feasible to attend campus-based courses, government sponsored courses, or those which are cost effective for the employee's program.
- the desired learning objectives cut across disciplines
- there is a wide range of differences among learners, instructors, trainers, and/or colleges/universities have a commitment to develop the skills of self-directed learning.

LEARNING CONTRACT VS. INDIVIDUAL DEVELOPMENT PLAN (IDP)

Individual Development Plan: <http://www.aphis.usda.gov/mrpbs/forms/ad/ad881.pdf>

An Individual Development Plan is a written schedule or plan designed to meet an employee's particular job or career goals. In many cases, the IDP, when used, has been management driven with relatively little involvement from the employee.

Learning Contract: <http://www.aphis.usda.gov/mrpbs/forms/ad/ad881.pdf>

A *Learning Contract* is a schedule or plan largely designed by the employee, with supervisor's input and concurrence, to align his/her development needs with the mission of the Agency. It should be tied in with your program's and APHIS' Strategic Plan and Management Priorities and the APHIS Human Capital Plan. The *Learning Contract* is learner driven and complies with OPM's and APHIS' LEF.

The following are characteristics of IDP's and *Learning Contracts*. While they may not be true in all cases, there are some similarities as well as differences between IDP's and *Learning Contracts*.

<i>IDP</i>	<i>Learning Contract</i>
	<i>Emphasizes on the process of continual learning. Requires that learner's development be aligned with the mission of the agency, and Human Capital Planning. It is competency based.</i>
<i>Designed to improve learner's professional skills and the agency's productivity. Learner develops a sense of ownership and commitment to the plan. Learner is responsible for designing his/her personal career plan based on the priority required and with guidance from leader/coach.</i>	
	<i>Requires demonstrating that learning is obtained and behaviors have changed.</i>
<i>Development continual</i>	<i>Development is continual until the set of competencies has been acquired at a proficient level.</i>
<i>Formal education, Classes, and on the job training, etc. are the more preferred mode for achieving knowledge</i>	<i>Adult learning is more effective through life experiences as well as through formal classes and on the job training.</i>

More supervisor/manager driven.

More employee driven. Employee is more responsible for his/her own development and learning.

ROLES

As APHIS continues to meet the ever changing challenges being thrust upon it and as the organization continues to modify the traditional command-and-control approach to supervision, changes are needed in the roles that the supervisor/leader/coach and learner should play during the *Learning Contract* process. While the majority of the accountability lies in the learner to take control of his/her goals and objectives, the leader is there to provide guidance, assistance and support and, in some cases, evaluation. Without the learner taking full responsibility for his/her learning, he/she would not "own" the contract nor feel a commitment to it.

The steps in the new roles are:

Learner:

- Construct a learning contract including what and how you plan to learn, based in the competency to be achieved. Find information/resources to complete your objectives - take ownership in your learning.
- Keep in mind your program's and APHIS strategic Plan, and management priorities as well as the Human Capital Plan to ensure that your goals are aligned www.aphis.usda.gov/lpa/about/strategic_plan/strategic_missionprior.html
- Work on your learning goals/objectives on a regular basis.
- Schedule meetings with your supervisor/leader/coach regularly to bring him/her up-to-date and to receive feedback and guidance.

While thinking about your role in the Learning Contract process, you may want to keep in mind the following questions relative to the overall APHIS Mission:

- What contributions can I make outside of my program unit?
- Is there expertise which I can share to help another APHIS unit meet its mission?
- Are there opportunities for me to carry out my responsibilities in ways which contribute to the collective APHIS Mission?

Supervisor/Leader/Coach:

- Provide guidance, assistance and support in the development of the learning contract and necessary resources, where available.
- Guide the learner toward useful sources of information.

- Review the contract and provide constructive feedback.
- Keep in mind your program's and APHIS' Strategic Plan, and Management Priorities as well as the Human Capital Plan to ensure that your goals are aligned.
- Periodically meet with learner to share progress, ideas, support and encouragement.

Benefits of Using Learning Contracts

- The learner becomes more responsible for learning, thus, producing a higher level of commitment.
- The learning activities are based on specific competencies to be developed.
- It prompts the learner to use a much wider resource base including peers and others within the organization and beyond, that have the expertise the learner wishes to acquire.
- It increases the credibility of the Learning Contract process by providing more validated evidence of the learner's progress.
- It fosters a mode of self-discipline in the learning process.
- It is more cost-effective than traditional learning methods. Instead of focusing exclusively on the classroom approach to learning always being the answer, individuals are empowered to use different, more creative approaches to learning, which are often less expensive and more effective.
- The learner is able to obtain feedback along the way about his/her progress.
- It gives the learner specific skills in self-directed learning that he/she can use throughout his/her life.

How to Develop Your Learning Contract

First thing you need to do: You need to determine what competency set needs to be addressed. Each competency set includes several dimensions referred to as: knowledge, skills, abilities and personal traits/characteristics. OPM identified five fundamental executive core qualification (ECQ) categories and benchmarked 27 competencies and personal characteristics designed to assess executive experience and potential. The five categories are: Leading Change; Leading People; Results Driven; Business Acumen, and Building Coalitions/Communication. Definitions for the ECQ categories and all competencies are located in the Appendix section of this booklet under: SES

Core Qualifications and Leadership Competencies, including those personal traits required from all for managing self.

In turn, the APHIS Leadership Effectiveness Framework (LEF) further defines the progressive nature of career development as follows: Level I, Managing Self; Core Competencies for ALL; Level II-: Managing Projects and People, Competencies for Supervisors; Level III, Managing Programs, Competencies for Manager; and Level IV, Executive Competencies for Leading Organizations, Competencies for Executives. (See Appendix 2, APHIS LEF and Leadership Competency Definitions). Use the LEF to determine which competencies are most critical for you to address and when in your career it is most beneficial to do so.

Row 1: COMPETENCY

What needs to be addressed? First, you must diagnose your critical learning need(s). A learning need is the gap between where you are now and where you want to be in regard to a particular set of competencies. Use one (1) Learning Contract, APHIS Form 603, for each competency gap you address. Define the competency and key aspects of its dimensions. For example: Customer Service. Balance interests of a variety of clients and readily readjust priorities to respond to pressing and changing client demands. Anticipate and meet the need(s); achieve quality end-product(s) and be committed to continuous improvement of services.

Row 2: OBJECTIVES

What specifically do I want to learn? Translate each competency into one or more learning objective(s)/goal(s). Examine the competency set and determine which dimension(s) you plan to develop. State what you want to learn as opposed to what you will do to obtain the competency set. For example: Identify customers and other stakeholders and their priorities. Improve my ability to establish and use feedback systems to meet customer requirements and expectations. Integrate customer needs and expectations into my work plan for development and delivery of services/products. Seek to improve the quality of my products/services and processes through regularly scheduled feedback sessions.

Row 3: ALIGNMENT

How/Where does/do my learning objective(s) link or support my Program's and APHIS' Strategic Plan and Management Priorities; the Human Capital Plan?
www.aphis.usda.gov/lpa/about/strategic_plan/strategic_missionprior.html

Row 4: APPLICATION

How do I plan to apply what I learn? This supports transfer of the learning to the workplace and is observable evidence of accomplishment. It helps set the measurable criteria up-front for the level at which the competency dimensions are acquired or met. For example: I will use a variety of focus groups, telephone surveys and written questionnaires to evaluate customer satisfaction levels twice a year. I will share all data and work with my customers in creating a work plan that reflects their expressed needs.

Row 5: STRATEGY.

Describe how you propose to go about accomplishing each objective. Identify what you will do or how you will develop the particular set of knowledge, skills, abilities and personal traits. For example, if the objective was to “improve the quality of my products/services and processes through regularly scheduled feedback sessions and ensuring their requirements/expectations are met,” you might list the following learning resources and strategies:

1. Follow-up with customers on a timely basis to ensure that their requirements and expectations are being met.
2. I will modify my direction in response to their changing needs, input and suggestions.
3. I will research quality management literature and process reengineering articles to extract and use recommendations to further my learning.

OTHER:

Target Date for Completion: This date reflects the agreements between the Learner and Leader/Coach. This date is flexible and may change instead of terminate, based on observable signs of learning and ongoing need for development.

The date beside the signature blocks correspond to that of your performance review discussion.

Review your contract with a few friends, co-workers, coach/leader, or subject matter experts for clear learning objectives, reasonable strategies and resources, plans for application as well as other suggestions in all areas.

Finally, carry out the contract, apply and evaluate your learning. Don’t hesitate to make revisions about what and how you want to learn. When you have completed your contract and applied your learning, have several people (as mentioned for Review), examine your results to confirm you acquired the learning you set out to learn.

SAMPLE FORMAT (for Narrative)

LEARNING CONTRACT

Learner:

Date: (When discussed with leader/coach)

What **competency** do I need to address?

(Use the APHIS LEF and Leadership Competencies to diagnose a learning gap)

(In the body of the narrative, address the following)

- What is/are my learning objective(s)/goal(s)? (What specific competency dimension(s) do I plan to develop?)
- How does/do objectives support my program's and APHIS' Strategic Plan and Management Priorities; the Human Capital Plan?
- How will I apply what I learn? (Supports transfer of the learning to the workplace and is observable evidence of accomplishment)
- What will I do (strategy) to obtain/develop this knowledge, skill, ability and/or personal trait? (Specify by when I will complete the learning strategy, Time involved and cost, if any).
- Specify a **target date for completion**/acquiring the learning objective(s).

APPENDIX 1

WHAT ARE THE CHARACTERISTICS OF A LEARNING ORGANIZATION?

Although it is probable that no full-fledged learning organizations yet exist, it has been suggested that the following 11 characteristics of this management model, have been seen in various organizations:

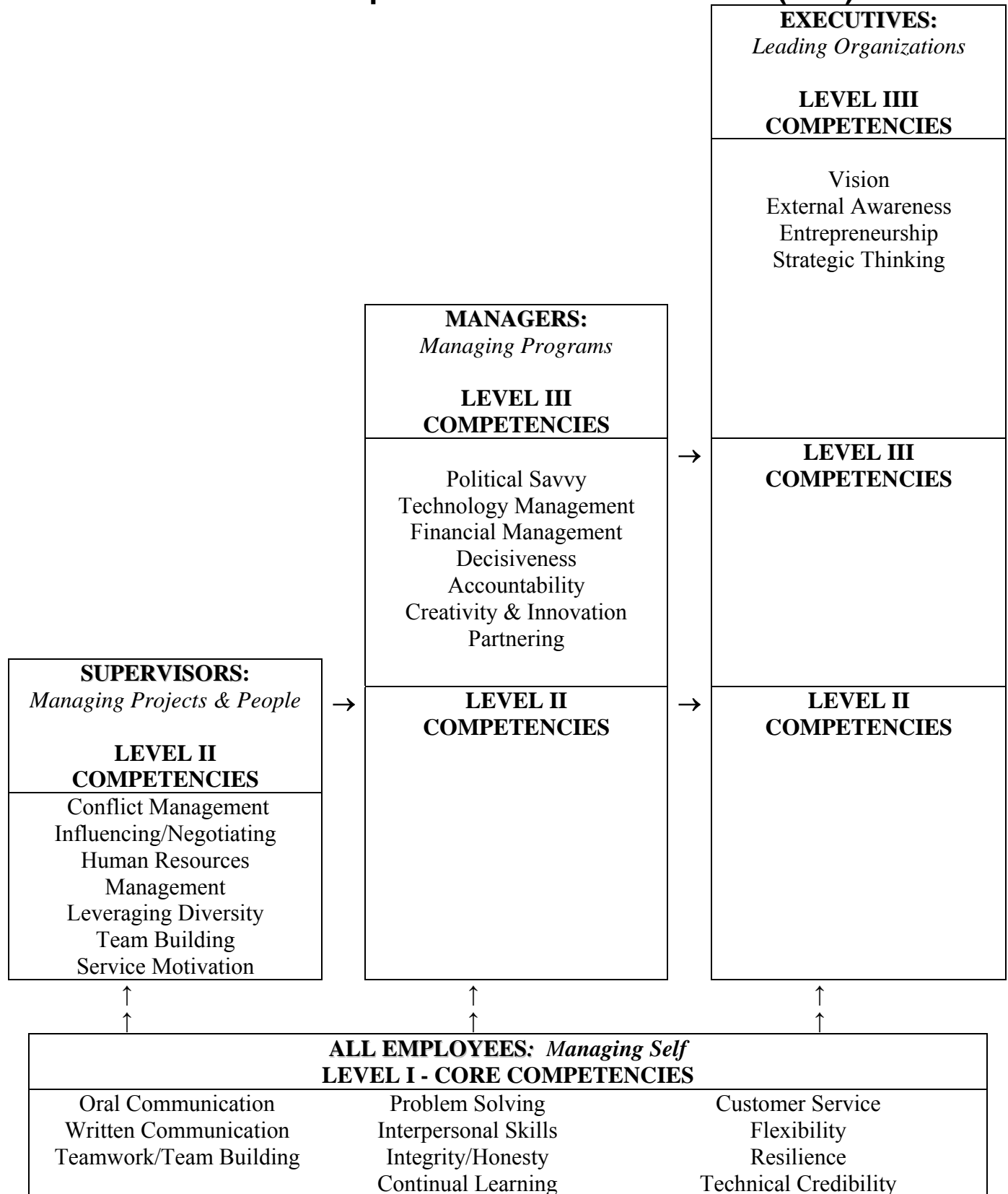
- ~ Considers strategic planning and policy making a learning process, viewing management decisions as experiments, not edicts.
- ~ Encourages all members of the organization -- employees, customers, suppliers, collaborators and stakeholders -- to participate in major policy decisions.
- ~ Uses information technology to inform and empower its workforce.
- ~ Structures all accounting and control systems to assist learning.
- ~ Works to please internal customers through constant interdepartmental communication and awareness of overall agency needs.
- ~ Explores new and meaningful ways to reward people for ideas and actions contributing to innovation and agency growth.
- ~ Creates an organizational structure that invents opportunities for individual and business development.
- ~ Relies on "boundary workers" (all organizational members who contact external customers, clients, suppliers, stakeholders, and collaborators) for information.
- ~ Learns from other agencies/companies through joint training, investments, research and development, job exchanges, or benchmarking.
- ~ Fosters a learning climate by encouraging questions, feedback, experimentation, diversity, and a passion for continuous improvement.
- ~ Provides self-development resources and facilities to all members, encouraging all workers to take responsibility for their own personal growth and learning.

Through all these activities, the learning organization, like growing individuals, perpetually strives to refine its purpose and transform itself for the better.

In today's world, career success belongs to the committed. To those who work from the heart ...who invest themselves passionately in their jobs and to continual learning.... and who recommit quickly when change reshapes their work.

Bottom line: Commitment is a gift you should give to yourself

APHIS Leadership Effectiveness Framework (LEF)



LEADERSHIP COMPETENCIES

LEADING CHANGE

Vision - Takes a long-term view and acts as a catalyst for organizational change; builds a shared vision with others. Influences others to translate vision into action.

External Awareness - Identifies and keeps up to date on key national and international policies and economic, political, and social trends that affect the organization. Understands near-term and long-range plans and determines how best to be positioned to achieve a competitive business advantage in a global economy.

Creativity and Innovation - Develops new insights into situations and applies innovative solutions to make organizational improvements; creates a work environment that encourages creative thinking and innovation; designs and implements new or cutting-edge programs/processes.

Strategic Thinking - Formulates effective strategies consistent with the business and competitive strategy of the organization in a global economy. Examines policy issues and strategic planning with a long-term perspective. Determines objectives and sets priorities; anticipates potential threats or opportunities.

Continual Learning - Grasps the essence of new information; masters new technical and business knowledge; recognizes own strengths and weaknesses; pursues self-development; seeks feedback from others and opportunities to master new knowledge.

Resilience - Deals effectively with pressure; maintains focus and intensity; and remains optimistic and persistent even under adversity. Recovers quickly from setbacks. Effectively balances personal life and work.

Flexibility - Is open to changes and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles. Adjusts rapidly to new situations warranting attention and resolution.

Service Motivation - Creates and sustains an organizational culture, which encourages others to provide the quality of service essential to high performance. Enables others to acquire the tools and support they need to perform well. Shows a commitment to public service. Influences others toward a spirit of service and meaningful contributions to mission accomplishment.

LEADING PEOPLE

Conflict Management - Identifies and takes steps to prevent potential situations that could result in unpleasant confrontations. Manages and resolves conflicts and disagreements in a positive and constructive manner to minimize negative impact.

Leveraging Diversity - Recruits, develops, and retains a diverse high quality workforce in an equitable manner. Leads and manages an inclusive workplace that maximizes the talents of each person to achieve sound business results. Respects, understands, values and seeks out individual differences to achieve the vision and mission of the organization. Develops and uses measures and rewards to hold self and others accountable for achieving results that embody the principles of diversity.

Team Building - Inspires, motivates, and guides others toward goal accomplishments. Consistently develops and sustains cooperative working relationships. Encourages and facilitates cooperation within the organization and with customer groups; fosters commitment, team spirit, pride, trust. Develops leadership in others through coaching, mentoring, rewarding, and guiding employees.

Integrity/Honesty - Instills mutual trust and confidence; creates a culture that fosters high standards of ethics; behaves in a fair and ethical manner toward others, and demonstrates a sense of corporate responsibility and commitment to public service.

RESULTS DRIVEN

Accountability - Assures that effective controls are developed and maintained to ensure the integrity of the organization. Holds self and others accountable for rules and responsibilities. Can be relied upon to ensure that projects within areas of specific responsibility are completed in a timely manner and within budget. Monitors and evaluates plans; focuses on results and measuring attainment of outcomes.

Problem Solving - Identifies and analyzes problems, distinguishes between relevant and irrelevant information to make logical decisions; provides solutions to individual and organizational problems.

Decisiveness - Exercises good judgement by making sound and well informed decisions; perceives the impact and implications of decisions; makes effective and timely decisions, even when data is limited or solutions produce unpleasant consequences; is proactive and achievement oriented.

Customer Service - Balancing interests of a variety of clients, readily readjusts priorities to respond to pressing and changing client demands. Anticipates and meets the need of clients; achieves quality end-products; is committed to continuous improvement of services.

Entrepreneurship - Identifies opportunities to develop and market new products and services within or outside of the organization. Is willing to take risks; initiates actions that involve a deliberate risk to achieve a recognized benefit or advantage.

Technical Credibility - Understands and appropriately applies procedures, requirements, regulations, and policies related to specialized expertise. Is able to make sound hiring and capital resource decisions and address training and development needs. Understands linkages between administrative competencies and mission needs.

BUSINESS ACUMEN

Financial Management - Demonstrates broad understanding of the principles of financial management and marketing expertise necessary to ensure appropriate funding levels. Prepares, justifies, and/or administers the budget for the program area; uses cost benefit thinking to set priorities; monitors expenditures in support of programs and policies. Identifies cost-effective approaches. Manages procurement and contracting.

Human Resources Management - Assesses current and future staffing needs based on organizational goals and budget realities. Using merit principles, ensures staff are appropriately selected, developed, utilized, appraised, and rewarded, takes corrective action.

Technology Management - Uses efficient and cost-effective approaches to integrate technology into the workplace and improve program effectiveness. Develops strategies using new technology to enhance decision-making. Understands the impact of technological changes on the organization.

BUILDING COALITIONS/COMMUNICATION

Oral Communication - Makes clear and convincing oral presentations to individuals or groups, listens effectively and clarifies information as needed; facilitates an open exchange of ideas and fosters an atmosphere of open communication.

Written Communication - Expresses facts and ideas in writing in a clear, convincing, and organized manner.

Influencing/Negotiating - Persuades others; builds consensus through give and take; gains cooperation from others to obtain information and accomplish goals; facilitates "win-win" situations.

Partnering - Develops networks and builds alliances; engages in cross-functional activities; collaborates across boundaries and finds common ground with a widening range of stakeholders. Utilizes contacts to build and strengthen internal support bases.

Political Savvy - Identifies the internal and external politics that impact the work of the organization. Approaches each problem situation with a clear perception of organizational and political reality; recognizes the impact of alternative courses of action.

Interpersonal Skills - Considers and responds appropriately to the needs, feelings, and capabilities of different people in different situations, is tactful, compassionate and sensitive, and treats others with respect.



REFERENCES

Excerpts of the information contained in this booklet have been obtained from the following publications:

- . Book: Using Learning Contracts by
Malcolm S. Knowles
- . Handbook: New Work Habits for a Radically Changing World by Price
Pritchett
- . Book: The Adult Learner - A Neglected Species by
Malcolm Knowles
- . Book: The Fifth Discipline by
Peter M. Senge
- . Newspaper: Inside APHIS, Vo1.15 No.2 published by
Legislative and Public Affairs

OTHER LEARNING RESOURCES

USDA Graduate School website link: www.grad.usda.gov

OPM Training Catalog: www.opm.gov

USDA/APHIS Training and Development Catalog of Courses:
www.aphis.usda.gov/mrpbs/training_employee_development (Go to Non-Technical Training)